# Participating and Giving Your Best: Lesson 1 – Modeling Literature Circles with Emphasis on Cooperation and Communication!

# Date: September 14, 2011

## Subject: English Language Arts

## Author: Melanie Shillington

## Grade Level: 7

## Time Duration: 50 minutes

# Overview of Lesson: In this lesson I want to teach the students how literature circles work and various roles each will be playing during the upcoming weeks. I want the students to understand what it is that I expect from them during the course of this unit.

**Professional Growth Guide Goal(s):**

* 1. Ensures the participation and success of all students.

4.4 Is sensitive to and engages the unique strengths and learning styles of all students.

Outcomes (2-3 from SK Curriculum):  
**CR7.5**

1. Display active listening behaviors
2. Listen to understand and analyze instructions, directions, and oral explanations.

# CC7.6

1. Share ideas/knowledge clearly and logically, add to others’ ideas, repeat points for clarification, and relate points already made for emphasis and reconsideration.

c. Demonstrate the ability to participate responsibly in discussions and team projects.

# AR7.2 Appraise own and others’ work for clarity and correctness

* 1. Use scoring guides, rubrics, and other criteria to reflect on and analyze clarity of work

**Cross Curricular Competencies:**

*Express understanding and communicate meaning using various literacies –* Create, compute and communicate using a variety of materials, strategies, and technologies to express understanding of ideas and experiences

# Materials:

# Chalk and chalkboard for opening game Literature circle role sheets to show to class Peer marking sheets (1 per student) Pledge posters

# Activities and Procedures:

Motivational Set

* To begin this lesson I will start out with a communication and cooperation game called voiceless telephone. In this game the students will form two or three lines, variant depending on the number of students. The two rules are: no talking, and no turning around. I will go the back of each line and show the back student a picture; generally I start off with easy things like hearts and smiley faces. When I say go the person at the back of each line will draw the picture onto the back of the person in front of them. If the person being drawn on does not know what the picture is they must tap their shoulder twice and the drawer will re-draw the picture. Once the picture reaches the front of the line the person will then go and draw what they thought the picture was on the board.
* In this game it does not matter if the picture is correct or not and the game can be done two or three times depending on time.
* Once the students are seated I will ask them questions about the game we just played. Questions such as, “What was the main rule about the game?” “What made the game very difficult?” “Would the game have worked if the person at the back or someone in the middle did not participate?”
* The objective of this game is to demonstrate communication and cooperation. The students will need to work together for their literature circles to work to their full potential. If one person decides not to participate, the group and the game, essentially fall apart.
* After this discussion I will have a pledge sheet for the students to sign that binds them to the agreement of working cooperatively and communicating with all of the members in their group.
* There will be two pledge sheets, one for each class – With a friendliness and support (from Mini-Lessons for Literature Circles – H. Daniels and N. Steinke) chart that the students will add to before they sign.
* After the discussion of the game I will discuss with the students what a literature circle is and how it works. I will explain the different roles as well as the literature circle overview and how I want their literature circle papers stored (in a folder, one per group).
* The roles will be: Scene Setter, Summarizer, Passage Master, and Decision Director, and as a group they will be the discussion director.
* Each week, all of the members of the literature circle are required to write down one “good” question that will become a discussion topic in the next literature circle meeting. They will write this down on the Discussion Director sheet and leave it in their group’s folder as to make it accessible to the other group members.
* About “good” questions: I will go over with students what makes up a good questions and what makes a bad question.
* A good question:
  + Is not easily answered, makes you think
  + Has more than one possible answer
  + Lead to different viewpoints or opinions
  + Leads to follow up questions
* A bad question:
  + Has a yes or no answer
  + Answer easily found
  + Nothing to disagree or argue about
  + Do not take a lot of thinking
* Using an overhead, I will explain how to fill the roles if you only have three members. Each group member will do all four roles throughout the novel unit.
* Meeting 1 – Scene Setter – Shillington

Summarizer – Hill-Wilcox

Passage Master – pass

Decision Director – CPM

* Meeting 2 - Scene Setter – pass

Summarizer – CPM

Passage Master – Hill-Wilcox

Decision Director – Shillington

* Meeting 3 - Scene Setter – Hill-Wilcox

Summarizer – Shillington

Passage Master – CPM

Decision Director – Pass

* Meeting 4 - Scene Setter – CPM

Summarizer – pass

Passage Master – Shillington

Decision Director – Hill-Wilcox

* CPM, Mrs. Hill-Wilcox and I will then demonstrate a literature circle and how it works, while the students grade each of us with the marking sheets that they will grade their peers with. I will go over how to use the marking sheet so that the students understand how to use it properly.
* In this demonstration, Mrs. Hill-Wilcox will be the dedicated student who did all of their work and completed the reading, I will be the student who did the reading and the work but does not pay full attention in the literature circle, and CPM will be the student who did not do any work and is basically unable to participate in the literature circle. During the skit, the students will fill out peer evaluation forms for CPM, Mrs. Hill-Wilcox, and I.
* We will have a class discussion after the skit to see if the students can place who the good and dedicated student is, who the mediocre student is, and who the non-committed student is.
* Have the students hand-in their marking sheets at the end of the demonstration
* Explain to students that each week they must fill out a peer evaluation form that will be seen only by me: I will set up an envelope to drop these evaluations in near my desk. They must write a comment on each evaluation – explaining why they made the selections they did.
* Important: emphasize what the expectations are of the students during the literature circles
  + Participate in the group discussion
  + Listen to others and do not interrupt when they are speaking
  + Complete role sheets prior to the literature circle
  + Do not be overly loud as we may be in the same room as the groups which are silent reading.
* Wrap up the lesson by reinforcing the importance of participation in the group activities and answering any questions the students may have about any part of the literature circles.

**Assessment:**

The assessment for this lesson will be informal. I will look over the students’ marking sheets to see how they graded each of their “peers” aka Mrs. Pepper-Martens, Mrs. Hill-Wilcox and myself. I just want to see if they understand the process of marking their peers during the literature circles. I will also be listening to the students’ responses to see if they can spot the differences between the “students” (Mrs. Hill-Wilcox, Mrs. Pepper-Martens, and I).

# Reflections on the lesson:

1. How was this lesson effective/not effective?
2. Suggestions for a future lesson of this type
3. Changes made to the lesson while teaching

1. What strategies could I use to reinforce this lesson?

(Ideas and/or suggestions from others)

# Participating and Giving Your Best: Lesson 2 Book Talks – Critical Listening and Reading Time Expectations

# Date: September 15, 2011

## Subject: English Language Arts

## Author: Melanie Shillington

## Grade Level: 7

## Time Duration: 50 - 80 minutes

# Overview of Lesson: In this lesson I will explain introduce the theme of the unit and each of the books that are available for the students to choose from. I will also ensure that the students understand that they will pick three books that they are interested in and I will do my best to make sure that each student is satisfied.

**Professional Growth Guide Goal(s):**

4.5 Identifies, defines, and attempts to conduct all dealings and to resolve problems cooperatively with those involved.

# Outcomes (2-3 from SK Curriculum):

**CR7.5**

1. Display active listening behaviours (e.g., focusing on the message of the speaker, making reasonable predictions, checking for understanding, recognizing when information is making sense, making notes).
2. Listen to understand and analyze instructions, directions, and oral explanations.
3. Adopt a receptive listening posture and observe visual and verbal cues from the speaker.

# Cross Curricular Competencies: *Think and Learn Critically -* Apply, evaluate, and respond to differing strategies for solving problems and making decisions

# Materials:

# Just do your best – poem by Collin McCarty “Grind” by Eric Walters “Tag Team” by Paul Kropp “The Stanley Cup Dream” by Brian McFarlane “The Baby Project” by Sarah Ellis “I Have Been in Danger” by Cheryl Foggo “The Revealers” by Doug Wilhelm “Define ‘Normal’” by Julie Anne Peters “A Different Kind of Beauty” by Sylvia McNicoll “The Outcasts of 19 Schuyler Place” by E.L. Konigsburg “The Thief Lord” by Cornelia Funke

Hand-out with list of books and room for the students to write about whether they like the book, and why or why not.

# Activities and Procedures:

* Motivational Set:
  + To introduce the theme of the unit I will read the students a poem Collin McCarty called “Just Do Your Best”. I will also hand out a copy of the poem to allow the students to follow along while I read.
* Class discussion will occur after reading the poem:
  + “What stood out in the poem for you and why?”
  + “What do you think the poem is about”
* This class discussion will lead into the explanation of the Unit’s theme, Participating and Doing Your Best
* Next I will provide the students with information about each book by presenting book talks about each of the novels that they can choose from for this unit. If there is time I will read a brief excerpt from each book.
* After I talk about a book I will pass it around the room so the students can look at the cover, read the synopsis, skim the first page, etc.
* Once I have completed the book talks and the books have been finished being passed around, I will ask the students to write down their three favorite book titles
* This task is to be done independently to prevent students from picking a book their friends are picking; they should make their selections by what interests them.
* After school I will then sort the class into groups; 3-4 students per group by book and talk with Mrs. Hill-Wilcox to decide what book would work best with Trey and Kyle M.
* In the second part of this lesson I will go over my expectations of the students during their given reading time for this Unit.
* I will explain to the students that they are expected to read the chalk board, and white board as stated at the start of the year. If the board says read novels it will be referring to your books for ELA which you can take out and silently read – if you are done your chapters for that week you can either work on your literature circle role, ELA assignment. If those two things are completed then the students may either: read ahead, work on homework for another class, read a different book, etc. (whatever is decided must be a quiet activity).
* If I need to teach a lesson during a silent reading period I will allow time later in the week to make up for that lost reading time. Also, I expect that students will be respectful during these lessons and not read their books or work on their ELA homework, same as they would for CPM.

**Assessment:**

For this lesson there will be no formal assessment. I will however be watching to ensure that all students are listening effectively to the book talks (i.e. no doodling, writing notes to other students, etc).

# Reflections on the lesson:

1. How was this lesson effective/not effective?
2. Suggestions for a future lesson of this type
3. Changes made to the lesson while teaching

1. What strategies could I use to reinforce this lesson?

(Ideas and/or suggestions from others)

Book Talk Cheat Sheet! – Not going to read off of this directly, just in case I forget about book, etc.

**Grind** – by Eric Walters. This is a story about a teenager named Phil. His life is skateboarding. That’s it. Phil puts skateboarding before everything else in his life. Phil and Wally run into a professional skateboarder and decide that they too can become famous but at what cost?

**Tag Team** – Paul Kropp. This story is about Jes. He is a small and shy teenager who is bullied a lot at school and feels like he is ignored at home. This is until he joined the school wrestling team where he surprised everyone, including himself and before he knows it his life starts to change.

**The Stanley Cup Dream** – Brian McFarlane. This story is about the Mitchell Brothers, Max and Marty. They are given a chance to take a trip down the river of time and determine whether or not their hero, Frank McGee, is as great of a hero as they believe him to be. There are lots of true facts about early hockey in this book as well!

**The Baby Project** – Sarah Ellis. Jessica is an 11 year old girl with a normal life who gets a big surprise from the changes being made in her family. These surprises take a turn for the better, and a turn for the worse. 🡪 Mature content

**I Have Been in Danger** – Cheryl Foggo. Jackie, a 12 year old girl, is dealing with many changes that are taking place in her life. She is at the age where she has become too cool for her old friends and her sister. Out on a camping trip her attempts at being in two worlds collide and she gets upset and storms off leading her into a lot of trouble.

**The Revealers** – Doug Wilhelm. The story is told from Russell’s point of view. He is now in eighth grade and retelling his story of his adventure through the seventh grade. In the seventh grade Russell was picked on and beat up all the time, same with two other students, Catalina and Elliot. They were tired of being bullied and decided to try and make a difference using the internet at their school.

**Run** – Eric Walters. This is the story about a 14 year old boy named Winston. He is unhappy with everything in his life. His parents are divorced; he’s always getting in trouble at school, running away from home, and is very disrespectful. His mother is finally fed up and sends Winston to stay with his dad for awhile. Winston ends up in Nova Scotia because his dad is going to write an article about a boy who wants to run across Canada. Winston becomes friends with Terry and Terry’s friend Doug, and Winston’s dad Mac wants to take advantage of that friendship which puts Winston in a hard place.

**Define “Normal”** – Julie Anne Peters. This story is told from the point of view of 8th grader Antonia. She decided to become a peer counselor. What she didn’t know was that she too was going to receive counseling. This story goes through two girls struggles through different issues within their families and their relationships.

**A Different Kind of Beauty** – Sylvia McNicoll. This story is told from two perspectives; the first is Elizabeth, or Liz, who has many issues within her family between her sister and mom, and dealing with an ex-boyfriend. Her greatest companion is Beauty, but she however is becoming a trained guide dog which means that Elizabeth cannot keep her forever. Kyle is the second part of the story. He has diabetes and because of it has gone blind. He is trying to deal with all of these new aspects of his life and is not sure how to go about it.

**The Outcasts of 19 Schuyler Place** – E. L. Konigsburg. This story is about 12 year old Margaret Rose Kane. Her parents choose to take a trip and send her off to this awful summer camp. At the summer camp she is bullied by the other campers making her not want to participate in the camp activities, causing her to have trouble relating to her camp counselor. Her great uncles however, decide to save her from the camp and take her to their place. She soon finds out that the three towers her have built are scheduled to be torn down. Margaret finds herself trying to save the towers and at the same time deal with the different difficulties of becoming an adult.

**The Thief Lord** – Cornelia Funke. This is the story about Prosper, 12, and Boniface (Bo), 5, who have become orphans after the death of their mother. Their Aunt Esther and Uncle Max only wanted to adopt/foster Bo, not Prosper. Prosper and Bo ran away to Venice so that they could stay together and not be separated. Prosper and Bo finds Scipio, a boy who calls himself the Thief Lord. Scipio and his gang of children roam the streets of Venice stealing, causing a raucous, etc. Prosper and Bo are trying to decide what is wrong and what is right while hiding from Victor, the private investigator, and trying to appease the Thief Lord.

# Participating and Giving Your Best: Lesson 3 Comprehension Strategies – Literature Circles

# Date: September 16, 2011

## Subject: English Language Arts

## Author: Melanie Shillington

## Grade Level: 7

## Time Duration: 50 minutes plus 1-50 minute period of reading time

# Overview of Lesson: In this lesson I want to discuss some questions that are related to the unit and will be helpful for the students to think about while they read their books. At the end of the lesson the rest of the class period can be used to begin reading their books for the novel study.

**Professional Growth Guide Goal(s):**

* 1. Ensures the participation and success of all students.

# Outcomes (2-3 from SK Curriculum): CR7.1

1. Demonstrate comprehension and response to visual, oral, print, and multimedia (including digital) texts by: responding to and interpreting texts

**CR7.5**

1. Display active listening behaviors
2. Listen to understand and analyze instructions, directions, and oral explanations.

# Cross Curricular Competencies: *Think and Learn Critically* - Apply various criteria to assess ideas, evidence, arguments, motives, and actions

# Materials:

* Book sets – for students
* Comprehension strategies fill in the blank sheets
* Overhead of comprehension strategies
* Chalk board and chalk
* “The Cremation of Sam McGee” by Robert W. Service – needed to provide the students with a larger image to view for their exit/entrance slip
* “If You’re Not From The Prairie” – David Bouchard

# Activities and Procedures:

* At the beginning of the class I will ask the students if they can remember the theme of the novel study – Participating and Doing Your Best
* The students will brainstorm some ideas which I will write up on the board that they consider what it means to do one’s best.
* Below are listed some prompting questions for the students:
  + “What does it mean to do one’s best?”
  + “When are you doing your best?”
  + “Who do you admire and respect, why?”
* **SAVE THE BRAINSTORMING LIST AS IT IS NEEDED IN LESSON 9!!!!!**
* After the brainstorming and answering the above questions I will provide students with some comprehension strategies which will help them to complete their assignments while reading their novels. I will provide a fill-in the blank hand-out.
  + Visualizing
  + Predict, Support, Adjust
  + Thinking About Your Reading
  + Asking questions
* During the explanations of the above strategies I will talk about which strategies are best for which role:
  + Visualizing is really effective if you are the scene setter because you are required to draw a picture of one scene in your reading list for that week.
  + Asking questions is good for the decision director as it will enable you to stop and think about the decisions that are being made in the story while you are reading.
  + Thinking about your reading and visualizing can be helpful for the summarizer as you will be required to write the key points in the chapters down for your group,
  + Thinking about your reading is also useful for the passage master as you need to analyze your readings and decide which passages are important and why
  + Predict/support/adjust is best for the discussion director as it will have the students making predictions while they are reading which generally leads to lots of questions.
* Also I need to explain my expectations of the students when they are working in their literature circles. I expect each student to:
  + Go over their role and explain it to their group members; the work they did in that role, not how to do the role
  + Work together to answer their Discussion Director sheet
  + Be reasonable in volume level – need to understand that other groups will be working in the room at the same time they are having their literature circle (unless I am able to go to a different room with the group, based on availability).
  + Provide opportunities for all group members to talk – on the same note students must participate in group discussion

* With the remainder of the class I will separate the students into their groups. I will have pre-determined each student’s role for the first week on their literature circle overview form. They can then decide when each person is doing what during the last three. With the final few minutes of class, I will hand out exit slips on two of the four comprehension strategies that were taught.
* At the beginning of the next class I will hand out entrance slips reviewing the other two comprehension strategies.

**Assessment:**

Exit and Entrance Slips! I will provide the students with brief slips to see what they recall about the lesson. This will help me determine who understands the comprehension strategies and who is not.

# Reflections on the lesson:

1. How was this lesson effective/not effective?
2. Suggestions for a future lesson of this type
3. Changes made to the lesson while teaching

1. What strategies could I use to reinforce this lesson?

(Ideas and/or suggestions from others)

# Participating and Giving Your Best: Lesson 4 Making Inferences

# Date: September 20, 2011

## Subject: English Language Arts

## Author: Melanie Shillington

## Grade Level: 7

## Time Duration: 50 minutes

# Overview of Lesson: In this lesson I want to provide the students with another comprehension strategy that will help them in the first written assignment, the character sketch.

**Professional Growth Guide Goal(s):**

* 1. Ensures the participation and success of all students.

1.4 Analyzes the classroom environment and makes adjustments to enhance social relationships and student motivation/engagement.

4.4 Is sensitive to and engages the unique strengths and learning styles of all students

# Outcomes (2-3 from SK Curriculum):

**CR7.5**

1. Display active listening behaviors
2. Listen to understand and analyze instructions, directions, and oral explanations.

**CC7.7**

1. Share ideas/knowledge clearly and logically, add to others’ ideas, repeat points for clarification, and relate points already made for emphasis and reconsideration.
2. Maintain conversations with classmates, guests, and adults.

# Cross Curricular Competencies: *Think and Learn Contextually* - Apply prior knowledge, experiences, and the ideas of self and others in new contexts

# *Think and Learn Critically* - Apply various criteria to assess ideas, evidence, arguments, motives, and actions

# Materials:

* Overhead projector and overheads
* Fill in the blank notes for the students (comprehension strategies)
* Books, binders, pens, pencils, erasers
* “The True Story of the Three Little Pigs” – Jon Scieszka

# Activities and Procedures:

* Introduction and Class Discussion: Sometimes when you are reading a good book or watching a movie you find a character very relatable to yourself. Maybe it is because you have a similar personality to the character or are going through a similar situation. Think of a time when this happened and tell me about it.
* There is one reading strategy in particular that can help you understand more about the character in your story: this strategy is called making inferences.
* Using the overhead I will teach the students about making inferences with fictional books. They will fill in the blanks and follow along during the lesson.
* I will also provide the class with a sample, a short paragraph to read and make an inference on, to help drill the objective that much further.
* It is important to focus on the main character and the inferences that you can make about the character by using the details that are provided in the text. You need to use the text as evidence for your inferences.
* Knowing how to make inferences is important for the students to understand as it will directly affect them and their first assignment.
* After finishing the explanation on making inferences the class will read their books until almost the end of the period.
* At the start of the next class, the students will fill out an entrance slip which will help me understand whether the students fully understood today’s lesson and if not I can decide what I may need to do differently to ensure that they understand the comprehension strategy.

**Assessment:**

Entrance slip – It will have a blurb that the students have to read and make an inference about it. This will allow me to see if the students understood the day’s lesson and if I need to go back and find a different way to teach it to the students.

# Reflections on the lesson:

1. How was this lesson effective/not effective?
2. Suggestions for a future lesson of this type
3. Changes made to the lesson while teaching

1. What strategies could I use to reinforce this lesson?

(Ideas and/or suggestions from others)

# Participating and Giving Your Best: Lesson 5 Character Sketch

# Date: September 21, 2011

## Subject: English Language Arts

## Author: Melanie Shillington

## Grade Level: 7

## Time Duration: 50 minutes – plus 2-50 minute work periods for this assignment and the literature circles.

# Overview of Lesson: In this lesson I want to discuss what the students feel like the main characters in their books are like and how they would describe them.

**Professional Growth Guide Goal(s):**

* 1. Ensures the participation and success of all students.

1.4 Analyzes the classroom environment and makes adjustments to enhance social relationships and student motivation/engagement.

# Outcomes (2-3 from SK Curriculum): CR7.1

# B. Demonstrate comprehension and response to visual, oral, print, and multimedia (including digital) texts by: responding to and interpreting texts

# CR7.2

# b. During:

* + connect and construct meaning
  + note key ideas and what supports

**CC7.7**

i. Defend and/or support opinion with evidence in group work

**CC7.8** Write to describe a person;

1. Create **descriptive** texts (e.g., a character or person) as follows:
   * present a clear and colorful picture of a person
   * include sensory details and vivid words
   * use a logical order (e.g., head to foot).

# Cross Curricular Competencies: *Think and Learn* *Contextually* - Apply prior knowledge, experiences, and the ideas of self and others in new contexts

# *Think and Learn Critically* - Apply various criteria to assess ideas, evidence, arguments, motives, and actions

# Materials:

* Students will need their books, binders, pencils, erasers, and pens
* Character Sketch assignment sheet
* Overhead projector and sample character sketch overhead

# Activities and Procedures:

* For an introduction to the class I will have the students brainstorm what their ideal character would be like up in the board.
* Once everyone has had a chance to include a characteristic up the board I will ask the students if the main character in their books have any of these same characteristics. If yes, which ones and why, and if no, how would you describe the character in your book and why.
* During this conversation I will ask why the students think their characters have some of these characteristics. If the students provide examples from the text (i.e. “The True Story of the Three Little Pigs” The Wolf is very courteous and polite because he knocked on the first Pig’s door because he did not want to intrude on the Pig’s privacy) I will know that they understand what making inferences is, if they do not I will revisit the comprehension strategy sheet and we can do another example as a class.
* I will briefly go over making inferences again as a review for the students.
* If a few students still do not understand, I will explain what the assignment is to the class and then re-teach the comprehension strategy to the students who need the extra help. During this time the other students will work quietly as their desks.
* This first assignment is an individual assignment. The students will be required to write a character sketch of the main character in their novel. They must describe the character’s physical traits along with their personality traits. The personality traits will require the students to make inferences as they need to describe why their character is shy or helpful, etc.
* Next we will go through the rubric as a class to ensure that the students fully understand what is expected of them in this assignment.
* The rest of this period, and the next two classes will be work periods for both this assignment and the literature circles role sheets.

**Assessment:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Criteria |  | Quality |  |  |
| Content of Character Sketch  X3 | Vague/Unrelated Details | Disjointed/Rambling Details | Basic Details | Intricate details of the character’s physical traits and their personality traits with evidence found within the text |
| Creativity | Character sketch extremely basic with little to no creativity | Safe or ordinary language, not very creative | Interesting use of language that engages the reader | Captivating and interesting use of language that engages the reader |
| COPS  Capitalization  Organization  Punctuation  Spelling | 10+ errors | 6-9 errors | 3-5 errors | 1-2 errors |

# Reflections on the lesson:

1. How was this lesson effective/not effective?
2. Suggestions for a future lesson of this type
3. Changes made to the lesson while teaching

1. What strategies could I use to reinforce this lesson?

(Ideas and/or suggestions from others)

# Participating and Giving Your Best: Lesson 6 Making Connections and Cause/Effect/Infer

# Date: September 27, 2011

## Subject: English Language Arts

## Author: Melanie Shillington

## Grade Level: 7

## Time Duration: 50 minutes

# Overview of Lesson: In this lesson I will teach the students another two comprehension strategies. These strategies will help the students with Assignment #2.

**Professional Growth Guide Goal(s):**

1.1 Ensures the participation and success of all students.

1.4 Analyzes the classroom environment and makes adjustments to enhance social relationships and student motivation/engagement.

# Outcomes (2-3 from SK Curriculum): CR7.1

# B. Demonstrate comprehension and response to visual, oral, print, and multimedia (including digital) texts by: responding to and interpreting texts

**CR7.5**

1. Display active listening behaviours (e.g., focusing on the message of the speaker, making reasonable predictions, checking for understanding, recognizing when information is making sense, making notes).
2. Listen to understand and analyze instructions, directions, and oral explanations.

**CC7.7**

1. Support key points with evidence and examples.

# Cross Curricular Competencies: *Think and Learn Contextually* - Apply prior knowledge, experiences, and the ideas of self and others in new contexts

# *Think and Learn Critically* - Apply various criteria to assess ideas, evidence, arguments, motives, and actions

# Materials:

* Overhead projector and overheads
* Fill in the blank notes for the students (comprehension strategies)
* Books, binders, pens, pencils, erasers
* <http://www.suite101.com/content/cause-and-effect-lesson-plan-a88924>

# Activities and Procedures:

* Introduction: Review the first four comprehension strategies that were taught in lesson 3, have the students recall what they are and how to use them. If the students cannot remember right away have the students check back to their notes.
* Discuss Making Connections strategy – use overhead to fill in the notes
* When discussing the making connections strategy emphasize that it will not be the same for everybody – why? – Because no two people are exactly the same. I may make one connection with a character but not another.
* Discuss Cause/Effect/Infer strategy – use overhead to fill in the notes
* I will have some prewritten examples up on an overhead that we will work through as a class.
* They will contain sentences such as: Ben was sleepy this morning because he stayed up late last night. I will then ask one student to give me the cause (and I will underline it in one color) and then ask another student to give me the effect (and underline it in a second color). With this sentence you can ask the students why Johnny was up late last night . . . this could be due to numerous reasons. More information would be required to infer deeper into this issue.
* After completing a few sentences with the students let them each read the chosen excerpt and try to find the cause and effect on their own.
* Once the students have had some time to complete this on their own, go over it as a class (on the overhead projector)
* With the remainder of the period let the students read their novels.

**Assessment:**

For this assignment I will again use exit and entrance slips to assess the students understanding of comprehension strategies taught in this lesson.

# Reflections on the lesson:

1. How was this lesson effective/not effective?
2. Suggestions for a future lesson of this type
3. Changes made to the lesson while teaching

1. What strategies could I use to reinforce this lesson?

(Ideas and/or suggestions from others)

# Participating and Giving Your Best: Lesson 7 Letter of Advice

# Date: Sept. 28

## Subject: Language Arts

## Author: Melanie Shillington

## Grade Level: 7

## Time Duration: 50 minutes

# Overview of Lesson: In this lesson the students will learn how to write a letter in proper letter format. They will also get to be creative as they are writing as if they are the main character of the story. As the “main character” they will create a letter asking a person of their choice for advice about a conflict or problem they are having in the book.

**Professional Growth Guide Goal(s):**

1.1 Ensures the participation and success of all students.

1.3 Uses constructivist principles to guide student learning.

# Outcomes: CR7.1

1. View, listen to, and read and respond to a variety of visual, oral, print, and multimedia (including digital) texts that address the grade-level themes and issues related to identity, social responsibility, and efficacy including those that reflect diverse personal identities, worldviews, and background

# CC7.1

1. Create representations, speeches, and writing that feature the following qualities:

**Message Content or Ideas (Meaning):** Maintains focus around a clear purpose; shows awareness of audience; provides relevant details, examples, and explanations; is accurate, complete, and uses own words; shows some individuality or originality in literary texts; contains ideas and images that create an impact.

CC7.3

1. Progress through stages of the creating process (planning, drafting, revising, presenting) as needed.

CC7.8 Write to persuade in a letter

1. Plan (e.g., using a chart or outline) and organize ideas to fit format and purpose (e.g., chronological, enumerative, problem/solution, cause/effect, comparison/contrast).
2. Create **persuasive** texts (e.g., persuasive letter, an interpretation) as follows:
   1. explain and justify reactions and personal connections to texts viewed, heard, and read
   2. make explicit and deliberate connections with previous knowledge and experiences
   3. give opinions and make judgements
   4. provide support by reasons, explanations, and evidence
   5. support opinions with examples from text
   6. develop a clear organization.

# Cross Curricular Competencies:

*Think and Learn Contextually* **-** Analyze a particular context for the ways that parts influence each other and create the whole

* Analyze a particular context for the ways that parts influence each other and create the whole

*Think and Learn Critically* - Apply, evaluate, and respond to differing strategies for solving problems and making decisions

*Use moral reasoning* - Evaluate the possible consequences of a course of action on self others, and the environment in a particular situation

# Materials:

* Chalk – chalk board
* Overhead Projector and Making Connections and Cause/Effect/Infer sheets
* Assignment #2 hand-outs
* Sample formal letter and sample informal letter – groups work comparing the differences

# Activities and Procedures:

* Introduction: To begin this lesson I will place a challenge in front of the students. I will split them into groups (three or four, maybe just their literature circle groups – after I explain what needs to be done first!) and give each group two letters; one formal and one informal. I will then ask the group to make a Venn diagram and sort the information about the format of each of the letters (what is similar, what is unique) – Students learned how to make Venn Diagrams in math class so I do not need to spend a lot of time explaining this
* After the groups have completed their Venn diagrams we will work as a class to make one large Venn diagram for the class to use as a reference point between the two styles of letters – As we discuss points and decide where they go I will ask some students to come up and write on the poster to make it more engaging
* I have prepared a second sample formal letter (which is about me and should be humorous for the students) which I will make into an overhead and show the students. They too will have a copy of this letter. After I am done reading it to the class I am going to ask what they noticed about the letter. I am looking for students to mention:
  + Formatting of the letter – i.e. introduction, body, closing
  + How the information is placed – i.e. majority of information is in the body – the ways in which the addresses are written
  + Smaller details such as writing the date, how to make the signature line, where and how the addresses are placed, etc.
* I will write what the students have noticed on the overhead so they can do the same on their sample letter or in the space I provided on the assignment sheet.
* After the discussion about the formatting I will ask what the students noticed about the content of the letter. I will be looking for:
  + What information was provided in the introduction
  + What information was included in the body
  + What information was included in the closing
* In this assignment the students are going to become the main character. I will explain that they need to write to someone and ask for advice about a problem which has occurred for the character in the book.
* I will also explain that Making Connections and Cause/Effect/Infer will be useful strategies when writing this letter as they have a problem (cause) which they need to deal with because of its effect.
* The students are required to have a rough copy which will be peer edited in the following week (which I will teach the students how to do), and a good copy that will be typed.

**Assessment:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Criteria |  | Quality |  |  |
| Content of Letter  X3 | Vague/unrelated details | Disjointed detail | Basic detail | Intricate – details and important information about the character problem, possible solutions, and inferences were included |
| Format of Letter  X2 | Letter format not used | Letter was partially written in formal letter format | Most of proper format was used | Proper use of formal letter format |
| COPS  Capitalization  Organization  Punctuation  Spelling | 10+ errors | 6-9 errors | 3-5 errors | 1-2 errors |
| Creativity | Letter was boring with little to no creativity | Letter was ordinary, written safe with some originality | Letter was interesting to read, some originality | Letter was interesting and unique to read, written with a creative flair |

# Reflections on the lesson:

1. How was this lesson effective/not effective?
2. Suggestions for a future lesson of this type
3. Changes made to the lesson while teaching

1. What strategies could I use to reinforce this lesson?

(Ideas and/or suggestions from others)

# Participating and Giving Your Best: Lesson 8 Peer Editing

# Date: Oct. 5

## Subject: Language Arts

## Author: Melanie Shillington

## Grade Level: 7

## Time Duration: 50 minutes – plus 2 – 50 minute work periods

# Overview of Lesson: This lesson is to teach the students how to properly edit their peers work and at the same time learning how to correct their own work.

**Professional Growth Guide Goal(s):**

1.1 Ensures the participation and success of all students.

2.2 Provides learning opportunities that recognizes and fosters each pupil’s sense of self worth and dignity while demonstrating caring, compassion, trust and empathy.

6.6 Establishes a classroom environment that supports learning and develops responsible learners.

# Outcomes: AR7.2

1. Reflect on, analyze, and assess writing and other representing behaviours, and formulate goals for improvement.

**CC7.6**

1. Share ideas/knowledge clearly and logically, add to others’ ideas, repeat points for clarification, and relate points already made for emphasis and reconsideration.

**Cross Curricular Competencies:**   
*Think and Learn Critically*

* Analyze and critique objects, events, experiences, ideas, theories, expressions, situations, and other phenomena
* Apply various criteria to assess ideas, evidence, arguments, motives, and actions

# Materials:

* Peer editing forms
* Overhead of peer editing form
* Overhead projector
* “need editing” hand-outs
* <http://www.brighthub.com/education/k-12/articles/16615.aspx#ixzz1XtBQRAfa>

# Activities and Procedures:

* Introduction to this lesson:
* Too often, proofreading is a neglected part of the writing process. It shouldn't be. Proof-reading is when you finish your writing assignment you check it over for errors, it could be spelling or content, etc.
* Even the most brilliant of writers make errors (Point to you when you say the word brilliant.)
* It's difficult to proofread our own work because we are not objective (deny having made a mistake ever). Not only that but there are times when you know what you are writing but the reader may not understand by the words you are using (Trust me; ask CPM about my lesson plans☺). – This is why peer editing is so beneficial!!!!!! You get to help each other out by proof-reading each other’s work and you are able to be objective at the same time.
* Finding an objective individual will help us find mistakes. A classmate, another writer, or trusted readers make good proofreaders.
* I will go through the peer editing form with the class using the overhead explaining what to look for and what they will not need to look for (i.e. check spelling, run on sentences, but the letter will not include a title)
* Explain that the purpose of the exercise is to correct errors in spelling, mechanics, and grammar, and to have the writer clear up any confusion (sentences or statements that do not make sense).
* Explain that the proofreader's responsibility is to point out minor problems, not fix them.
* Instruct proofreaders to mark the paper even if they're not 100 per cent sure there's an error. The author can check it later.
* It is the author’s job then to go back and make corrections to the errors that the peer-editor pointed out
* I will also have a sample of my “bad writing skills” and we will edit as a class. I will show the students some simple techniques that can be useful when editing
  + Underlining confusing phrases
  + Circling missing or misuse punctuation
  + Boxing off misspelled words
  + Marking run on sentences
  + One strategy to use when checking for spelling is to read every other line . . . this way you are able to focus on the word not the context (not useful however for homonyms such as to, two and too because in those examples context does matter).
* It is important to stress the fact that it is the author’s duty to make the changes, not the editors. If a word is misspelled, underline it and the author can look up the proper spelling him or herself.
* Once we have done a class example I will have the class split into groups and peer-edit some writing samples that I have composed. At the end of the class they will hand them in to me.
* Upon entrance to the next class I will hand out entrance slips that will have a short paragraph that they must edit for me. The rest of the class will be spent working on their letters
* Once I have ensured that the students understand how to peer-edit, I will have the class split into partners (and if necessary a group of three so long as no one is editing their own work [which they should be doing but not during peer editing☺]), this time it does not have to be someone from their literature circle groups (as to be more objective because they will be reading a different story) and swap their letter rough copies and peer-edit for the rest of the class.

With Trey and Kyle – I will talk to Mrs. Hill-Wilcox – decide whether we should teach them how to edit or just let them use this time to work on their letters, it may take them more time but I do not really know at this point.

**Assessment:**

1. Entrance slips can be used for marks to ensure that the students know how to peer edit.
2. An informal assessment as the peer editing form will be handed in with the rough copy and good copy of each student’s assignment.

# Reflections on the lesson:

1. How was this lesson effective/not effective?
2. Suggestions for a future lesson of this type
3. Changes made to the lesson while teaching

1. What strategies could I use to reinforce this lesson?

(Ideas and/or suggestions from others)

# Participating and Giving Your Best: Lesson 9 Visual Representation

# Date: Oct. 12

## Subject: Language Arts

## Author: Melanie Shillington

## Grade Level: 7

## Time Duration: 50 minutes

# Overview of Lesson: In this lesson the students will create a poster within their groups of a time when they participated in something and gave their best.

**Professional Growth Guide Goal(s):**1.1 Ensures the participation and success of all students.

2.1 Creates and maintains a learning environment that encourages and supports the growth and potential of the whole student.

4.4 Is sensitive to and engages the unique strengths and learning styles of all students.

6.6 Establishes a classroom environment that supports learning and develops responsible learners.

# Outcomes: CC7.1

1. Create with clarity and correctness, and appropriate to a particular audience and purpose, a variety of expressions (oral presentations, written compositions, and other representations) that represent ideas and information about identity, social responsibility, and efficacy.

**CC7.5**

1. Explore ideas and express understanding using a variety of representations (e.g., timelines, models, videos, news items).
2. Represent ideas and demonstrate understanding of forms and techniques in cartoon sequences, contextual dramas, posters, and advertisements.

# Cross Curricular Competencies: *Think and Learn Creatively* - Imagine and create central images or metaphors for subject area content or cross-disciplinary ideas.

# Materials:

* Books
* Paper
* Markers
* Glue
* Computers
* Large Paper – enough for each group
* White paper to write up class rubric on

# Activities and Procedures:

* In this lesson I am going to begin by doing some brainstorming of some of the ways people participate and do their best (for the second time).
* After the brainstorming I will bring out the brainstorming sheet from lesson three (will be saved on an overhead or save the paper poster) to help refresh the students memories of what they considered doing your best at the beginning of the unit and compare to see if any changes have been made since reading their novels – if they have considered other things outside of their original list – i.e. from reading the Baby Project, the students may have realized that doing your best does not just have to be in a sport, but by doing your best in difficult circumstances
* I will then introduce the new assignment; it will be done as a literature circle group.
* In this assignment, each group will be required to make a poster depicting a moment in each of the member’s lives where they participated and did their best – this could be in school, a sport, etc. – This is where the brainstorming will help the students
* I will ask the class what they think their posters should include – pictures, short description, organization, etc. – I will write this down on the board (or white board or overhead)
* I will then ask how they think they should be marked. As they give me ideas I will write them down and then explain that we will be making a rubric for this assignment together
* By using the brainstorming ideas from the two points above we will be able to make a rubric which will engage the students in their learning as they will have the ability to take more control over their learning ☺

**Assessment:**

The assessment for this assignment will be a class constructed rubric

# Reflections on the lesson:

1. How was this lesson effective/not effective?
2. Suggestions for a future lesson of this type
3. Changes made to the lesson while teaching

1. What strategies could I use to reinforce this lesson?

(Ideas and/or suggestions from others)

# Participating and Giving Your Best: Lesson 10 Final Assignment/Wrap Up

# Date: Oct. 17

## Subject: Language Arts

## Author: Melanie Shillington

## Grade Level: 7

## Time Duration: 50 minutes

# Overview of Lesson: This lesson will be the final lesson of the unit. In this final assignment the students will be given a list of four potential assignments but only have to choose one.

**Professional Growth Guide Goal(s):**1.1 Ensures the participation and success of all students.

* 1. Uses a variety of ways to identify and build on student academic, physical, spiritual and social strengths.

1.5 Provides opportunities for students to demonstrate their understandings in multiple ways.

4.4 Is sensitive to and engages the unique strengths and learning styles of all students.

6.6 Establishes a classroom environment that supports learning and develops responsible learners.

# Outcomes: CR7.1

1. View, listen to, and read and respond to a variety of visual, oral, print, and multimedia (including digital) texts that address the grade-level themes and issues related to identity, social responsibility, and efficacy including those that reflect diverse personal identities
2. Demonstrate comprehension and response to visual, oral, print, and multimedia (including digital) texts by:

**understanding the ideas:** Construct and justify interpretation of text; accurately restate and paraphrase main ideas; interpret the purpose and theme; identify evidence that supports the interpretation; generate and respond to comprehension tasks or questions providing details and support from the text; compare new information with previous knowledge and beliefs; describe setting, characters, main events, conflict, and how they are related; state and support beliefs about characters’ motivations and feelings

**CR7.6**

b. Read and demonstrate comprehension and interpretation of a range of literary and information texts including short stories, novels, poetry, instructional materials, non-fiction books, articles, and reports.

**CC7.1**

1. Create with clarity and correctness, and appropriate to a particular audience and purpose, a variety of expressions (oral presentations, written compositions, and other representations) that represent ideas and information about identity, social responsibility, and efficacy.
2. Create representations, speeches, and writing that feature the following qualities:
3. **Message Content or Ideas (Meaning):** Maintains focus around a clear purpose; shows awareness of audience; provides relevant details, examples, and explanations; is accurate, complete, and uses own words; shows some individuality or originality in literary texts; contains ideas and images that create an impact.

**CC7.3**

* 1. progress through stages of the creating process (planning, drafting, revising, presenting) as needed.

**Cross Curricular Competencies:**   
*Think and learn* *contextually* -Analyze connections or relationships within and/or among ideas, experiences, or natural and constructed objects

*Think and learn critically* - Analyze and critique objects, events, experiences, ideas, theories, expressions, situations, and other phenomena

# Materials:

* Assignment handouts and rubrics
* Students will need their pencils, binders, books, etc
* Computers
* Markers
* Paper

# Activities and Procedures:

* This is the final lesson of the unit! To introduce the final project options I am going to play part of “The Final Countdown” by Europe for the students as they begin coming into class. I will explain then that it is not the final countdown to school but it is the final assignment of the unit. (It is kind of corny, but I like that kind of stuff ☺)
* I am going to go through the expectations of each of the different assignment choices with the students
* I will also go through the rubrics and ensure that the students fully understand what it is that they are going to be mark on.
* Then the students can decide which assignment they want to choose and begin to work on it.
* I will four have mini-lessons prepared for the students – there is a separate lesson for each assignment choice. I.e. if three students choose to do the essay I will take them aside and teach them how to use an essay format and how to, not the whole class and so on and so forth
* Each student at the end is required to hand in their brainstorming, rough drafts, and good copies of their assignments (i.e. for the speech the students can hand in their cue cards or notes, their rough draft, and their brainstorming).

**Lesson 10 a. – Essay Lesson**

* To begin this lesson I will take aside the section of students that chose to write an essay as their final project. Each student at the end is required to hand in their brainstorming, rough drafts, and good copies of their assignments (i.e. for the speech the students can hand in their cue cards or notes, their rough draft, and their brainstorming).
* I will ask how many have written a report of any kind before – what did you write about? How did you begin your paper? (According to a few of the students in my class they did write papers last year so I should be okay using this one)
* If they have not written a report before (back-up plan) I will ask if they have ever included a topic sentence in their paragraph. Why would a topic sentence be an important part of a paragraph?
* With either of the small leads above I will explain that the students will be required to write an introduction into their essay. I will explain that an introduction, much like a topic sentence works like a topic sentence in that it engages the reader in the subject matter. The introduction is also used to explain what it is you are going to be writing about in your essay: how the main character changed throughout the story.
* Next I will explain how to organize the body, the explanation paragraphs of the essay. In each paragraph the students will provide evidence as to how the main character changed throughout the course of the book. This evidence reflects what it is your are trying to prove in your essay (I will give the students their thesis statements – there will be one that applies to all of the different books)
* The conclusion is where the students will close their essay and explain that the evidence they provided in the body proves their thesis statement that is in the introduction.
* During this lesson I will have handed the students an outline for their essays. This outline is simply a sheet where the students will fill in their information before writing their rough copy.
* Also I will go through the rubric a second time to ensure that all of the students understand what they are being marked on and how their marks are being allocated.

**Lesson 10 b. – Developmental Timeline Lesson**

* To begin this lesson I will aside the section of students that chose to create a developmental timeline as their final project.
* I will ask how many students have ever heard of a timeline before. Have you ever had to make one? If so, what was it for?
* This developmental timeline will differ from a dated timeline as some of the books will not be able to provide specific timelines. What you are going to do is create a timeline of change.
* The students will represent the character at the beginning of the novel and present the character’s change through the course of the text, ending of course with end product – the character’s complete change.
* I will provide a few different ways in which these timelines can be done (a horizontal timeline, a vertical one, etc), however they are free to choose or create their own timeline if they so choose.
* I will, as I do in all of the mini-lessons, go over again my expectations of the assignment and the rubric to ensure that the students understand how they are being marked and how those marks are being allocated.

**Lesson 10 c. – Speeches Lesson**

* To begin this lesson I will aside the section of students that chose to compose and present a speech as their final project.
* My first question to the students will be whether or not you have ever presented a speech in front of the class before.
* When standing up and presenting, what types of things do you think you should be doing. . . pretend to be me or Mrs. Pepper-Martens, what kinds of things do we do at the front of the class that could be used when you present your speech? What about presenters that come to the school?
  + Loud voice projection
  + Clear explanations (hopefully I am giving those anyways!)
  + Not fidgeting
  + Standing still (Teachers rarely stand still though ☺)
  + Looking at your audience (eye-contact)
* Outside of the actual presenting skills, what is important about the way you present your speech? Should you just start spitting out facts at your audience?
* It is important to introduce yourself and the topic of your speech, much like an introduction in a book or essay. Your audience does not know what your book is about so you need to let them know that first!
* Also similar to the essay format, you will need to have a thesis statement in your introduction. Your thesis statement is your road map to your speech, it informs the audience of the point you are trying to make. This thesis statement will be provided for the students by me. It will be similar to the essay thesis statement.
* Next in your speech you need to provide varying pieces of evidence that support your argument/point. This will be the body of your speech. You will spend a great deal of time persuading your audience that your evidence proves your point.
* After you have provided your audience with all of the evidence, you can conclude your speech. To do this properly, you need to restate your evidence, briefly that is, and explain why it proves your thesis statement.
* For a second time, I will go over the rubric with the members to ensure that they understand what it is that they will be marked on and how their marks will be allocated.
* \*\*\*May give them the essay outline to use to make their draft on.

**Lesson 10 d. – Storyboard Lesson**

* To begin this lesson I will aside the section of students that chose to create a storyboard for their final project.
* This is the most visual of the projects. It is good, especially for Kyle and Trey, as there will be less writing involved as the pictures are going to represent the changes in the main character (only a small portion of writing explaining the picture).
* The pictures can be drawn like a comic strip. It will start with what the character was like at the beginning, next few will show the steps in between the beginning and the final stage, and the last will show the main character after their growth.
* I will go over my expectations with students, as well as the rubric to ensure that the students understand what they are going to be marked on as well as how their marks will be allocated.

**Assessment:**

**Developmental Timeline**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Item** | **1** | **2** | **3** | **4** |
| Application of Theme to Timeline  X3 | Not yet understanding | Beginning understanding | Basic Understanding | Deep Understanding of character’s personal growth as connected to the character’s motivation, effort, and desire for growth. |
| Content of Timeline  X2 | Vague/Unrelated | Disjointed Detail/Rambling Details  Fair explanation of some to most points | Basic Detail  Good explanation of most points | Intricate  - details of important events/examples that demonstrate characterization from the onset to ending of the book  Succinct (to the point, concise)  - explanation of growth between each point |
| COPS | 10 + errors | 6-9 errors | 3-5 errors | Capitalization  Organization  Punctuation  Spelling  1-2 errors |
| Creative Formatting | The timeline is extremely basic and boring with little embellishment or creative flair | Safe or ordinary formatting style selected, functional but not overly creative | Interesting formatting with some personal creativity shown that is eye catching | Unique and interesting with eye catching formatting and embellishments that engages the reader/observer |

**Essay**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Item** | **1** | **2** | **3** | **4** |
| Application of Theme to Essay  X3 | Not yet understanding | Beginning understanding | Basic Understanding | Deep Understanding of character’s personal growth as connected to the character’s motivation, effort, and desire for growth. |
| Content of Essay  X2 | Vague/Unrelated | Disjointed Detail/Rambling Details  Fair explanation of some to most points | Basic Detail  Good explanation of most points | Intricate  - details of important events/examples that demonstrate characterization from the onset to ending of the book  Succinct (to the point, concise)  - explanation of growth between each point |
| Essay Organization | Did not use proper essay structure |  |  | Proper use of essay structure, included an  interesting introduction and thesis, body of essay flowed and conclusion which engages the reader |
| Capitalization  Spelling  Punctuation | 10 + errors | 6-9 errors | 3-5 errors | Capitalization  Spelling  Punctuation  1-2 Errors |

**Speech**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Item** | **1** | **2** | **3** | **4** |
| Application of Theme to Speech  X3 | Not yet understanding | Beginning understanding | Basic Understanding | Deep Understanding of character’s personal growth as connected to the character’s motivation, effort, and desire for growth. |
| Content of Speech  X2 | Vague/Unrelated | Disjointed Detail/Rambling Details  Fair explanation of some to most points | Basic Detail  Good explanation of most points | Intricate  - details of important events/examples that demonstrate characterization from the onset to ending of the book  Succinct (to the point, concise)  - explanation of growth between each point |
| Presentation:  Clarity  Posture  Eye contact | Limited projection,  Unclear  Poor posture  Very fidgety  Little to no eye contact | Adequate projection, some clarity  Fair posture  Some movements  Some eye contact | Good projection, generally clear  Good posture  Only a few movements  Good eye contact | Excellent projection, very clear  Excellent posture well poised  Consistent eye contact |
| Originality: Creativity of  Ideas  Use of gestures  Interesting tone  and facial  expression | Little evidence of creativity and originality  Limited use of gestures  Limited use of tone and facial expression | Some evidence of creativity and originality  Some use of gestures  Some use of tone and facial expression | Good evidence of creativity and originality  Good use of gestures, change in tone and facial expression | Very creative and highly original  Excellent and appropriate use of gestures, change in tone and facial expressions |

**Storyboard**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Item** | **1** | **2** | **3** | **4** |
| Application of Theme to Storyboard  X3 | Not yet understanding | Beginning understanding | Basic Understanding | Deep Understanding of character’s personal growth as connected to the character’s motivation, effort, and desire for growth. |
| Content of Storyboard  X2 | Vague/Unrelated | Disjointed Detail/Rambling Details  Fair explanation of some to most points | Basic Detail  Good explanation of most points | Intricate  - details of important events/examples that demonstrate characterization from the onset to ending of the book  Succinct (to the point, concise)  - explanation of growth between each point |
| Creative Imagery | Imagery is extremely basic and boring with little embellishment or creative flair | Safe/ordinary images that are functional but not overly creative | Interesting images showing some creativity that is eye catching to the observer | Unique and interesting images depicting the character’s growth throughout the novel study that is eye catching to the observer |
| COPS:  Capitalization  Organization  Punctuation  Spelling | 10 + errors | 6-9 errors | 3-5 errors | 1-2 errors |

# Reflections on the lesson:

1. How was this lesson effective/not effective?
2. Suggestions for a future lesson of this type
3. Changes made to the lesson while teaching

1. What strategies could I use to reinforce this lesson?

(Ideas and/or suggestions from others)